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Generational Differences In Reaction To Negative Feedback

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by

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Chapter 1: INTRODUCTION

"Those young workers have no sense of professionalism." "Older workers are so inflexible." There are many stereotypes about different generations in the workplace. The question is, is there any truth to them? Have experienced workers who have been on the job for upwards of 30 years always thought that the new young crop of employees was disrespectful, and has the newest generation of workers always thought that senior workers were too set in their ways? Are there indeed differences between workers of different generations?

The American workforce is made up of individuals of various ages. In many organizations 25 year olds are working alongside 65 year olds, or even serving as their managers. Employees belong to several different generations, including those referred to as Veterans or Matures, Baby Boomers, Generation X, and now Generation Y or Millennials (Szamosi, 2006). The daily interactions of these groups can influence organizational functioning, so understanding these groups and how they may differ is very important. Failing to realize that others may be different from ourselves can lead to tensions that will negatively impact the organization (Kupperschmidt, 2000).

There are two main schools of thought about why there are differences between individuals of various ages. One school believes that individuals change as they age, and differences between young adults and older adults are due to these maturational changes (Helson & Srivastava, 2001; Nurmi, 1992; Roberts & Mroczek, 2008). The other school of thought attributes these differences to generational differences (Lyons, Duxbury, & Higgins, 2007; McMullin, Comeau, & Jovic, 2007; O'Bannon, 2001).

Background on Generational Cohort Theory

Differences between groups of various ages were first shown to be attributable to generational differences as compared to age differences over 40 years ago (Mannheim, 1952). It was argued that because members of a generation are exposed to the same events in their formative years, they tend to be more like others in the same generation than they are to members of a different generation. This theory was more recently added to with the idea that children's developing schemas are influenced by the events they experience while young, and similar schemas come to characterize their generation (Pilcher, 1994).

In more modern literature, Mannheim's (1952) idea has been converted into what is known as generational cohort theory. Generation is defined as "a group of people or cohorts who share birth years and experiences as they move through time together" (Kupperschmidt, 2000, p. 66). The factors that shape the generational cohort cause members of the generation to share certain personality characteristics. These characteristics are generalizations about the generation, and individual differences are to be expected, but individual differences should not detract from the legitimacy of generational influences (Kupperschmidt, 2000).

There are currently four main generations on which research has been conducted; Matures, Baby Boomers, Generation X, and Generation Y. Matures or Veterans are the oldest members of the current workforce. This generation includes individuals born before 1945 (Lyons et al., 2007). Matures are currently the generation that is retired or approaching retirement age. The values of their parents, who had lived through the Great Depression, had an impact on this generation as they were growing up, and thus they as a group are considered hard workers. They are very comfortable with the idea of delay of gratification, and putting their loved ones' needs before their own (Smith & Clurman, 1997).

"Baby Boom generation" generally refers to individuals born between 1945 and 1964 and refers to the boom in birth rate that followed WWII (Lyons et al., 2007). Baby Boomers have been a large group, from the time they entered school, to entering the job market, and thus are accustomed to competing for attention. They have been described as achievement-oriented (Lancaster & Stillman, 2002) or even workaholics (Kupperschmidt, 2000). Paradoxically, they have also been described as indulgent and pleasure seeking (Zemke, et al., 2000). They are also described as having a strong distrust for authority due to events like the Vietnam War, yet they remain extremely optimistic. This optimism is what differentiates them from Generation X and Generation Y (Lyons et al., 2007).

Generation X generally refers to individuals born between 1965 and 1979 (Lyons et al., 2007). This generation was defined by growing up in a time of economic uncertainty in the 1980s, along with increasing divorce rates (Bennis & Thomas, 2002). Individuals of this generation were among the first to include large numbers of latchkey kids and to have two parents working outside the home. These conditions lead to a generation that is now described as cynical, skeptical, independent, and comfortable with change (Howe & Strauss, 1993; Kupperschmidt, 2000). Common stereotypes of this generation include the idea that they are lazy slackers who expect to be coddled (Lyons et al., 2007). However, research suggests that Generation Xers are willing to work; they simply have different expectations about work than previous generations (Kupperschmidt, 2000).

Generation Y or millennials are those individuals born after 1980 (Lyons, et al., 2007). This generation is affected by a period of globalization and increasing technology in which they grew up. This generation grew up knowing the booming economy of the 1990s, but also saw acts of large-scale terrorism such the Oklahoma City bombings and September 11th (Bennis &

Thomas, 2002; Sessa et al., 2007). Although relatively little information has been gathered on this generation, they are described as innovative, comfortable with rapid change, highly achievement oriented, and untrusting of institutions (Zemke, et al., 2000, Sessa et al., 2007). Many studies lump Generation X and Generation Y together (e.g. Bennis & Thomas, 2002), but some studies suggest that they are distinct groups that should be examined separately (Lyons et al., 2007).

Although there are both positive and negative stereotypes associated with each generation, Generation X has many more negative stereotypes associated with it than the other generations discussed in this paper. This may be due to the fact that it is the newest generation to enter the job market (Jurkiewicz & Brown, 1998; Deal et al., 2010). One goal in the present study is to determine if this negative image of Generation Xers is accurate, or if it is just a popular idea that is not based on fact.

Support for Generational Cohort Theory

Most research on generational differences among employees focuses on differences in values. Research in this are has found that the generational groups are very similar in values, yet at times they can enact these values differently (Zemke et al, 2008). Understanding the values of each generation is very important when attempting to understand the different behaviors of these groups and when assessing generational differences in preferences for specific types of work experiences.

One study on values of both Generation X and Baby Boomers investigated whether or not these two groups differed in self-reported authenticity, balance, or challenge of work. The authors of this study found that Generation Xers reported higher needs for authenticity and balance in their lives than Baby Boomers. However, no significant differences were found

between the groups in relation to challenge. It was expected that Generation Xers would have higher scores on all three variables due to common stereotypes of the generation as "work to live" rather than "live to work" and seeking more time spent away from work than Baby Boomers. Though there were no significant differences found in values of challenge, the results of this study do support the stereotypes of these generations (Sullivan et al., 2008).

Second only to research on generational differences in values, a large percentage of the research on generations has looked at differences in organizational commitment. It is generally accepted that members of Generation Y are less committed to their organizations than older workers (Carver & Candels, 2008). One particular article attributes this difference between the generations to value differences in work and suggests that tying factors influencing organizational commitment to the values of each generation will help organizations grow committed employees (Carver & Candels, 2008).

Research on the different generations has also shown that there are differences among the generations in willingness to sacrifice for the greater good at work. Of Baby boomers, Generation X, and Generation Y, individuals in Generation Y were found to possess the greatest willingness to sacrifice for the greater good, followed by Baby Boomers and then Generation X (Carver & Candela, 2008). The authors of this study interpret this difference in terms of its implications for managing employees. They suggest that Baby Boomers should be shown that they are valued with tangible rewards, Generation X should be given independence in the projects that they work on, and Generation Y should be given mentors to learn from and frequent feedback. If these guidelines are followed, the authors predict that organizational commitment will increase among workers because the specific needs of each group will be taken into consideration.

Other research on generational differences is varied in topic area. Previous research has shown that generation membership can predict differences among workers in reactions to technology. One study found differences in Baby Boomers and Generation Xers in their ability to adapt to new technology. The differences between these two groups were attributed to the fact that Generation Xers came of age in a world with greater technological advances like personal computers (McMullin, Comeau, & Jovic, 2007). This finding supports generational cohort theory, as it shows that factors present in childhood environments influence the behavior of generation groups later in life.

Further specific differences between generations are explained by generation membership (Kupperschmidt, 2000). Generation X workers expect a greater equality in time spent at work and with family than do Baby Boomers or Generation Y. Generation Xers also expect work to be fun and prefer managers who act as a mentor and coach, rather than managers who will command them. Further, Generations Xers are "turned off" by encouraging talks from supervisors as opposed to Baby Boomers who find them motivating. This desire for a leader to act as a coach, yet refrain from cliché can make Generation Xers difficult to please in the workplace, and is most likely due to the resentment that Generation Xers feel for being talked down to coupled with their cynicism.

These differences between generations led to differences in important aspects of work. For instance, motivation to work has been examined across generations (Jurkiewicz & Brown, 1998). In one study, the authors asked working adults of various ages to rank motivational factors from most to least important. The motivational factors included options such as high salary, working as part of a team, and a stable and secure future. Generation groups ranked four of the fifteen motivational factors used in the study as significantly different. Generation X was

found to rank the factors significantly different from both Baby Boomers and Matures (the only three groups used in this study). These factors included a significantly higher ranking of "chance to learn new things" by Generation Xers than both Baby Boomers and Matures. Baby Boomers had a significantly higher rating of "freedom from supervision" than Generation Xers. Matures have a significantly higher rating of both "opportunity for advancement" and "use of special abilities" than Generation Xers.

The authors interpret the results of their study to support slight variations between generational cohort groups, but do not conclude that these are necessarily due to the generation of the participants (Jurkiewicz & Brown, 1998). The authors note that although the generational groups differ, the differences may be due to what individuals look for in a job when they are entering the workforce for the first time, versus when they are more established in their careers.

Another "generations in the workplace" study compared the differences between a group consisting of Generations X and Y to a second group consisting of Baby Boomers and Matures (Lyons et al., 2007). The authors hypothesized that the younger generations would value openness to change and self-enhancement more than the older generations, and that the older generations would value self-transcendence and conservation more than the younger generations.

A main effect of generation on values was found in this study. Additionally, greater differences between Generation X and Generation Y were observed than the authors had hypothesized. This research shows that generations do differ in ways such as their shared values. Additionally, this study highlights the fact that Generation X and Generation Y are distinct and should be addressed independently. Although there was no attempt made in this study to rule out a maturation effect, they authors point out that the variables they were measuring are stable across the lifespan.

In addition to research supporting differences between Generation X and Y, specific differences between Baby Boomer and Generation X were examined in a study looking at the relationship between burnout and generation membership. In this study of nurses, Generation Xers reported experiencing more symptoms of burnout than Baby Boomer Nurses. Additionally, the authors found that controlling for tenure did not account for the differences observed. This study demonstrates that 1) generational differences exist between Baby Boomers and Generation Xers in workplace experiences, and 2) differences between generational groups continues to exist when tenure is controlled for (Leiter et al., 2009).

Difficulties in Studying Generational Cohort Theory

It has been documented that in their youth, Baby Boomers were described in many of the same terms as current members of Generation Y. Both groups while in their 20s were and are described as being difficult to communicate with, as well as being difficult, and feeling entitled (Deal et al, 2010). Further, there may be evidence to suggest that the same stereotype of the newest generation in the workforce has existed for the past 40 years.

The above finding suggests that some of the differences often attributed to generational differences may actually be maturational differences. This is the main challenge to studying generational differences. It is very difficult if not impossible to correctly attribute the observed differences between age cohorts in a cross sectional study.

Another challenge to studying generational differences in the workplace is the influence of career stage on employees. Much of the research on generational differences focuses on the topics of work values and organizational commitment. These are both topics that are closely related to an individual's career stage. As an individual becomes more advanced in her career, her work values and organizational commitment will likely change due to her changing role in

the organization. Because of the fact that no longitudinal studies have been conducted in this area it is not yet possible to determine what causes the observed differences between individuals of different ages. When generational cohorts tend to belong to the same career stage as others in their generation it is very difficult to differentiate between these two concepts.

Research supporting differences in employees due to both maturational and career stage influences are described in the following sections.

Maturational Differences

Differences between individuals of different ages were first attributed to aging by psychologists such as Allport and Erickson (Helson & Srivastava, 2001). These psychologists believed that individuals changed with age and that there were stages individuals go through in adulthood. Current research focuses less on specific stages and more on what some call a "life course approach", which takes the position that individuals change at the rate at which they feel they age (Nurmi, 1992).

Changes in personality have been linked to aging. One study found personality to change throughout adulthood (Roberts and Mroczek, 2008). Specifically, they found that confidence, self-control, and conscientiousness change as individuals age. Unfortunately, the authors do not attempt to explain why these personality characteristics might change; they simply report their findings.

Changes in motivation have also been linked to aging. One study looked at the goals and concerns of a cross-section of participants aged 19-64 (Nurmi, 1992). This study found differences in reported life goals between young adults, middle-aged adults, and older adults. This shows that there are differences between adults of various ages, though it does not necessarily show that these differences are due to aging. Because this study is cross-sectional, it

is not possible to know if the participants would have given different responses at different points in their lives. The differences between the groups of participants may have been due to generational differences.

Another study attempted to tackle the generation versus maturation question by comparing data obtained from a cross-section of workers in 1999 to a cross-section of workers and students in 1974 (Smola & Sutton, 2002). Fewer differences were found between the young participants in 1974 and the young participants in 1999, than between the young participants in 1974 and the middle-aged participants in 1999. This suggests that maturation of workers with age has more influence on individuals than the context in which they grew up.

The results of this study are certainly counter to the theory of generational cohort influences, though there may be another way to explain the results of the study (Smola & Sutton, 2002). First of all, the comparison between the 1974 data and the 1999 data is not a comparison of like with like. This study was not longitudinal, so comparisons between the subjects actually measured two different populations. Further, the 1999 sample was approximately one tenth the size of the 1974 sample. Additionally, different survey questions were used in 1999 and 1974. All of these factors could have influenced the results of this study.

Career Stage

Another issue to consider in this type of research is an individual's career stage. Younger workers tend to be in the beginning of their careers and older workers are generally more established; yet there are exceptions. For example, it is possible that a forty year old may only be beginning her career if it is a second career, and she might have more similar expectations of work when compared to a twenty year old than another forty year old. If career stage is responsible for the differences observed between workers of different ages, then predicting

outcomes with this variable would be more effective than using age or generation membership alone. Research has only just begun to attempt to parse out the effects of career stage on differences observed among workers of different ages, though there is evidence to suggest that career stage can predict some differences in employees, such as differences in expectations of work, beyond generation membership (Pitt-Catsouphes et al., 2009).

Most models of career stage divide individuals into either early, middle, or late career stage. Individuals in the early career stage are generally focused on learning and exploration. Human resource practices directed at this group should focus on training and development activities. Mid career individuals are focused more on the stability and growth of their careers. Human resource practices directed at these individuals should focus on establishing career development and job security. Late career individuals struggle to maintain interest in their jobs, thus human resource practices should be aimed at expanding the work role and identifying opportunities for involvement (Conway, 2004).

Other models of career stages include four stages: Exploration, establishment, maintenance, and disengagement (Savickas, 2002). In the exploration stage, individuals clarify their career interests, in the establishment stage individuals consolidate their career choices, and in the maintenance stage, individuals work to keep what they have already established. Finally, in the disengagement stage, individuals have a decline in their energy and interest in work.

A difficulty with the research on career stage is that measurement of career stage is rarely addressed (Hess & Jepsen, 2009). Career stage tends to be subjectively rated based on an individual's job status, position in the organization, tenure, age, and education (Conway, 2004). Evidence is lacking that this grouping of variables leads to a meaningful latent construct.

Previous research that focused solely on the impact of career stage has found that the stage of a person's career is related to one's feelings toward work settings, stress, job satisfaction, psychological burnout, and amount of work-family conflict experienced (Burke, 1989). Specifically, it has been demonstrated in a study of police officers that constables who were classified as mid-career reported more negative feelings about work, more stress, less job satisfaction, and more psychological burnout than individuals classified as either early or late career (Burke, 1989).

Additionally, career stage has been linked to organizational commitment. A number of studies have documented the fact that age and career stage are positively correlated with organizational commitment. Specifically, one study found that individuals' career stage moderated the relationship between human resource practices and organizational commitment (Conway, 2004).

Career stage and motivation were examined in a study conduced with salespeople. The authors of this study attempted to understand the best way to manage employees based on their career stage. Using the four-stage model of career development, the authors surveyed 600 sales managers on career stage and work motivation. They found significant differences in all types of motivation measured across individuals in the four career stages. Specifically, individuals in the establishment stage had higher levels of challenge seeking motivation and task enjoyment motivation than individuals in the other 3 stages. Further, individuals in the exploration stage reported the highest levels of extrinsic motivation of any of the groups (Miao, et al., 2009).

The authors of this study write that this research only partially supports the four-stage model of career development and further research is needed to understand the relationship

between the constructs studied. Generation membership may be a factor that serves as a mediator or moderator of the relationship between these variables.

Career stage and generation membership have both been examined in relation to psychological contracts. One study found that Baby Boomers had significantly higher levels of relational obligations than Generation Xers, and that Baby Boomers reported significantly higher levels of transactional obligations than Generation Xers. The authors of this study attribute this finding to the cynicism of Generation X (Hess &Jepsen, 2009). Additionally, both career stage and generation membership were significant predictors of psychological contracts.

The Present Study

The present study is designed to clarify the question raised by Smola and Sutton (2002), as well as carry the idea introduced by Lyons et al. (2007) further.   It is clear from the Lyons et al. study that there are differences among the shared values commonly held among members of different generations. The question still remains as to what these value differences mean, what causes them, and how they can predict behaviors in the workplace. If it can be shown that generations differ in their general work motivation (Jurkiewicz & Brown, 1998), then it should follow that generations will differ in task motivation. Certain motivational tools may work on one generation of employees better than on other generations. Understanding how best to motivate each generation of employees is important for an organization's success.

Although it is possible that differences between the generational cohorts may be attributed to the aging process, in the proposed study this theory will be tested against the generational theory. To test the generational theory, groups differing in age by 10 years, which are part of the same generation, will be compared. A 10 year difference is the largest age separation possible for two individuals in the smallest generation (Generation X). According to

Mannheim (1952), these individuals should not differ as much as individuals 10 years apart who are members of different generations. The basis for this assumption is the known differences in the climate of this country and the world that has an effect on the people who grew up during the previously mentioned time periods (O'Bannon, 2001).

It is proposed that those environmental conditions will produce similarities in individuals of a particular generation. Due to these corresponding differences between generations, Baby-boomers tend to share certain characteristics that make them different from typical Generation Xers. Additionally, the shared characteristics of each generation are assumed to hold over time, and are thus different from age differences. For example, at age 20, a Baby-boomer should have certain characteristics due to the societal climate in which he was raised, and should have these characteristics continue at age 60 as well. These characteristics, which are constant over time, will allow for the attribution of differences between Baby-boomers and Generation X to generational differences, rather than age differences.

H1: Members of the same generation react more similarly to feedback than members of different generations.

More specifically, it has been shown in previous research that the generations differ in a range of workplace outcomes and more specifically, what motivates them. Since different generations have been shown to differ in expectations about work, it is likely that they will also differ in what they expect from feedback (Kupperschmidt, 2000). This difference in expectation about feedback should directly lead to differences in how each generation responds to feedback.

H2: Members of Generation X respond differently to negative feedback than members of Generation Y and Baby Boomers.

Further, as Generation X is described as the most cynical and independent generation, they should view feedback on their work as being less necessary and from a less trustworthy source than the other generations due to the tendency of cynics to focus on the negative. Additionally, Generation X has been criticized for being too sensitive and unable to take criticism (Lyons et al., 2007). It has also been documented that individuals high in cynicism are tend to score high on measures of self-worth by social comparison and measures of self-criticism (Fontana et al., 1989). This means that cynics are more likely than others to take critical feedback very personally, and be particularly sensitive to feedback that uses social comparisons. This research along with common stereotypes of the generation lead one to assume that this generation will rate criticism more negatively than other generations.

H2a: Members of Generation X interpret negative feedback more negatively than members of Generation Y or Baby Boomers.

Getting critical feedback that is likely to be viewed as very negative should cause Generation Xers to see their performance as poor and cause them to have lower levels of self-efficacy and motivation compared to the other generations. Previous studies have shown that negative feedback reduces self-efficacy (Nease et al., 1999), and that low self-efficacy in turn reduces motivation (Locke, 1991).

In the present study, low levels of motivation in Generation X are expected to follow from low levels of self-efficacy. The perceived negativity of feedback will be studied, as well as the effect of criticism on self-efficacy and motivation. Self-efficacy is defined as the confidence an individual has in his ability to successfully execute a behavior to achieve a particular outcome (Bandura, 1977). In this study it will be directed at an individual's ability to deal with a problem subordinate. Low self-efficacy can lead individuals to avoid situations where they believe they

might fail. In this study participants who interpret feedback negatively should have lower self-efficacy and thus lower task motivation (Bandura, 1977).

H2b: Members of Generation X show greater loss of self-efficacy after receiving criticism than Baby Boomers and members of Generation Y.

H2c: Members of Generation X show greater loss of motivation after receiving criticism than Baby Boomers and members of Generation Y.

Baby boomers are expected to have a different reaction to criticism. As Baby Boomers are described to be optimistic and achievement oriented, they are predicted to show an increase in motivation after receiving criticism. This fits Locke's (1991) model because Baby Boomers should have strong goals for their improvement in writing due to their achievement orientation and optimism (Kupperschmidt, 2000). They should also have values, such as achievement, which would motivate them more than other generations.

H2d: Baby Boomers show an increase in motivation after receiving criticism.

Although differentiating the generations as explained above is important, it is also important to investigate the differences between Generation X and Generation Y specifically, as these two generations have previously been lumped together. The present study intends to examine these two groups separately and identify differences between Generation X and Generation Y that influence workplace behaviors. Although there are matures that currently work, the present study will only examine Baby boomers, Generation X, and Generation Y. This is because these three generations make up the majority of the current work force, and will continue to do so.

This research is important because it can have a profound impact on workplace interactions. If differences are found, understanding how best to motivate each generation will

allow leaders to tailor their motivational methods to the needs and preferences of each generation. It is important to understand why a certain action might motivate one generation, yet decrease motivation in another.   When work teams consist of members from different generations, understanding the differences among members can be the difference between success and failure.

Chapter 2: METHOD

Participants

A power analysis using G Power showed that 387 participants were needed for this study assuming a moderate effect size and an alpha of 0.05 (Sessa et al., 2007; Jurkiewicz & Brown, 1998). A total of 385 participants were used in this study (253 women and 128 men ranging in age from 18-65 years, mean = 41.55). The sample was stratified to ensure that there were equal numbers of participants throughout each generation. Each generation was broken down into ranges of 5 to 7 year groupings. Baby Boomers were broken down into those born between 1945-1950 (n=52), 1951-1957 (n=56), and 1958-1964 (n=54), Generation X groups were 1965-1971 (n=57) and 1972-1979 (n=56), and Generation Y groups were 1980-1985 (n=54) and 1986-1991 (n=56).

To test the hypotheses, a sample of working adults was used. The sample was recruited online through e-mails sent out to Wayne State employees and Wayne State students, and through the use of a snowball sample, see Table 1. HIC approval was obtained for each sample separately. Only individuals who reported having supervisory experience were included in the study. Individuals raised outside the US were excluded from the study. In exchange for participating in the study, participants were given the opportunity to designate a charity to receive a $2 donation in exchange for their participation.

Procedure

Participants were first asked to take a task self-efficacy survey adapted from the self-efficacy for teamwork scale by Eby and Dobbins (1997) (alpha=0.71) to assess their baseline self-efficacy. This survey is included in Appendix A. These questions were mixed in with other demographic questions and distracter questions that have no use in the study other than to draw

the attention of the participants away from the focus of those questions and limit priming influences.

The participants were then asked to perform a task in which it was not clear how well they performed. In this study they were asked to observe a video vignette of a scenario where a leader was speaking to a subordinate about a problem. After viewing the video vignette the participants were told about a new type of computer program that was developed by a business school professor. The participants were then told that they were participating in a final test run of the program before it was released to the public. They were also told that the program was developed to assess individuals' ability to deal with various tasks associated with leadership, and that the program works by scanning text and delivering tailored responses. It was then made clear that the responses were previously written by a professor from the business school. Screen shots of this procedure can be seen in Appendix B.

After reading about the computer program the participants were asked to read the profile of the fictitious professor, who was described as an expert in the area of supervisor-subordinate relations. The profile of the professor did not include any dates that would give the professor an age and introduce a confound based on members of one generation identifying more with the professor than did members of other generations. After reading this, the participants were asked to watch a vignette of a leader talking to a problem subordinate. The participant was then asked to write what they would do if they were the supervisor in this situation, and upload their response to Remark, where they believed it would be scanned by the computer program.

Once the participants finished reading the bio and clicked next, the participants received a short paragraph of feedback telling them that they did not come up with a good solution and that they are not ready to handle this type of situation. The feedback also told them what to focus on

in the future. This feedback was previously prepared, and did not vary depending on the written answer submitted by the participants. It was important that the feedback inform the participants that they did not perform well, but it was also important that the feedback offer opportunity for improvement. This feedback can be seen in Appendix B.

After reading this feedback the participants were given the measure of self-efficacy again, as well as an opportunity to rate the negativity of the feedback. The participants were then asked to resubmit their answer with the feedback incorporated and they had the option of viewing the video clip again. The degree to which the participants incorporated the feedback into the paragraphs was a measure of motivation. The final written submission was then assessed by SMEs for the degree to which the second paragraph incorporated the feedback. This was used as a measure of motivation, where the degree to which the participant incorporated the feedback was measured on a scale of 1 to 5. One indicated no paragraph was submitted, 2 indicated that the initial paragraph was resubmitted with no changes, 3 indicated that changes were made but the changes did not improve the paragraph based on the feedback the participants received, 4 indicated that one reference to the feedback was included in the second paragraph, and 5 indicated two references to the feedback. The SMEs rated 18 cases together and resolved any disagreements through discussion. Once the raters had rated 5 cases in a row the same way, the remaining cases were divided amongst the raters to rate independently. An additional 5 cases were rated by both raters to check the similarity of the ratings given. The interrater reliability was 0.80 for these cases.

After the participants submitted their final feedback they were shown an electronic debriefing letter. The debriefing letter informed the participants that they had been deceived and that the feedback they received was phony. It made clear that the feedback they received was

automatic and had nothing to do with the original paragraph they submitted. The true nature of the experiment was then explained and they were thanked for their participation.

Analyses

A repeated measures ANOVA was run to determine if Baby Boomers, Generation X, and Generation Y differ in their changes of self-efficacy, and another repeated measures ANOVA was run to test the differences in motivation after participation in the study. Another ANOVA was run to compare how negatively the groups rated the feedback. Post Hoc tests were used to assess the direction of the differences between groups. This will address hypothesis 2 and all sub- hypotheses of hypothesis 2. Each of the ANOVAs was run both with tenure as a covariate and without controlling for tenure. This was done because it is expected that tenure may contribute meaningful variance.

To test hypothesis 1, a moving r_{wg} was calculated to test the agreement of groups of individuals born within ten-year time spans. The r_{wg} was calculated with individuals born 1945-1955, 1946-1956, 1947-1957, etc. The highest levels of agreement were expected for the groups that are completely within the span of one generation. When the ten-year span includes members of more than one generation the agreement level is expected to be lower. A ten-year span was used in this test because in the narrowest generation in terms of birth years, a ten-year span is completely within the generation. The narrowest generation today is Generation Y, which includes individuals born after 1980. Though this generation has not yet been cut off at any year, the minimum age necessary to participate in the present study was 18. This means individuals in this study in Generation Y were born between 1980 and 1992. Using an age range slightly smaller than this twelve year window should account for discrepancies in the cutoff years of this generation

Although there are a number of alternatives to using a longitudinal design to assess cohort differences, there is no method that is clearly superior. A more traditional way of examining possible cohort differences would be to use WABA. This method was not chosen for this study because the r_{wg} should allow for a more accurate estimate of the group mean ratings. By using a moving r_{wg}, comparisons of agreement among multiple groups can be compared. In this study ten-year ranges were used. This allowed for the assessment of consensus in each of the many possible groups. While a WABA would also measure variability within and between groups, the moving r_{wg} allowed for identification of the ten-year age range with the highest rates of agreement.

Chapter 3: RESULTS

The first test conducted was an ANOVA comparing the three groups of participants: employees, students, and participants recruited through snowball sampling. Since there were no significant differences between these groups in initial levels of self-efficacy $F(2,379) = 1.422$, $p > 0.05$, or in the change of self-efficacy $F(2, 378) = 0.747$, $p > 0.05$, the three groups were combined and treated as one large group of participants for the following analyses. The numbers of participants in each of these groups is shown in Table 1 and Table 2.

To test hypothesis 1, two moving r_{wg} tests were run to test the agreement of groups of individuals born within ten-year time spans. In the first test measuring consistency in change of self-efficacy, there was very little variability in levels of agreement among the groups tested. This small amount of variability does not support the first hypothesis, and suggests that there are no observed differences between these generational groups. Individuals ten years apart in the same generations did not show higher overall r_{wg} values than individuals in the ten-year span in two different generations. Even if these differences between r_{wg} were larger, some r_{wg} values for the range within one generation were lower than the r_{wg} values for the range spanning two generations. This was directly contradictory to the hypothesis. In the second test measuring consistency in motivation, similar results were found. These results can be seen in Table 3. The lack of any increase in r_{wg} values for groups completely within one generation was used as evidence that this test did not support the hypothesis. As there is no test of significance for r_{wg} values, it is not possible to test to determine if the values are significantly different. Rather, the overall pattern of the r_{wg} values was assessed and used as evidence to support, or in this case fail to find support, for the hypotheses.

Hypothesis 2 was partially supported. The results of the ANOVA comparing the change in self-efficacy scores of Baby Boomers, Generation Xers, and Generation Y was not significant F (2, 274) =0.094, $p > 0.05$). The results of the ANOVA comparing the motivation scores of Baby Boomers, Generation Xers, and Generation Y was not significant F (2, 377) =0.204, $p > 0.05$). As these non-significant results do not allow for follow up analyses, there is no support for hypothesis 2b, hypothesis 2c, and hypothesis 2d. This indicates that generational cohorts did not differ significantly in their change of self-efficacy scores after receiving negative feedback and does not allow for rejection of the null hypothesis. Descriptive statistics for these variables are shown in Table 4.

A third ANOVA was run on the three generational groups to assess differences between the groups in their ratings of the negativity of the feedback. The results of this test showed that there were significant differences between the groups, F (3, 379) =3.784, $p < 0.05$, R^2=0.020. To understand the specific differences between the generational groups, post hoc tests were run. Means and standard deviations are listed in Table 4. The results of a Tukey test showed that Generation Y and Baby Boomers differed significantly with Boomers rating the feedback significantly lower than Generation Y. While these results do not support hypothesis 2a, they may provide tentative support for the more general hypothesis that the generations will react differently to the feedback (hypothesis 2).

Each of these ANOVAs was run a second time with tenure included as a covariate. The results of the repeated measures ANCOVA measuring self-efficacy showed that tenure was not a significant covariate F(1, 373) = 0.936, $p > 0.05$, R^2= 0.500. The results of the ANCOVA measuring rating of the feedback also showed that tenure was a significant covariate F(3, 379) = 413.285 $p < 0.05$, R^2=0.026, and results of the ANCOVA measuring motivation showed that

tenure was a significant covariate F(3, 377) = 149.347, $p<0.05$, R^2=0.006. Although tenure was a significant covariate of these variables, the models of change in self-efficacy and motivation still did not predict a significant amount of the variance in motivation. Correlations among the variables are listed in Table 5.

Chapter 4: DISCUSSION

The results of this study provide tentative support for Generational Cohort Theory. Although hypothesis 1 and the sub-hypotheses of hypothesis 2 were not supported, there was some support for the overarching second hypothesis.

The sub-hypotheses of hypothesis 2 were written based on stereotypes of each generation and limited research findings. The lack of support for these hypotheses may indicate that there is not enough known about each generation to predict their specific behaviors. At this point in the research on generations, it may be too early to attempt to predict the specific behaviors of the generations.

While the specific sub hypotheses were not supported, there was partial support for the overall second hypothesis. There were significant differences found in the reaction of members of the generations to receiving the negative feedback. Post feedback, there were significant differences between Baby Boomers and Generation Y in the perceived negativity of the feedback. While generational differences were predicted in the interpretation of the feedback, it was expected that Generation X would rate the feedback more negatively than Baby Boomers or members of Generation Y, however it was observed that Baby Boomers rated the feedback more negatively than members of Generation Y.

This finding can be interpreted in two ways. First the differences can be taken as an indicator of age or tenure issues. The covariate of tenure was a significant predictor of the rating of negativity of the feedback. Although this finding is likely due to the fact that generation membership and tenure are highly correlated, it is possible to take it as an indication that age or tenure are actually driving the relationship between generation and rating of the feedback. This is a possibility because the significant differences were found between Generation Y and Baby

Boomers, the two generations most different in age, and therefore also the most different in tenure. There were no significant differences observed between Generation X and the other generations.

The finding that Baby Boomers rated the feedback as more negative than Generation X or Generation Y is surprising because it runs counter to many of the stereotypes of the generations. Baby Boomers are generally described as hard working, while it is Generation X and Generation Y that are described as fragile, overly sensitive, or as having overly high self-esteem. However, as mentioned in the introduction, the descriptions of the generations often provide contradictory images of the groups. It is possible that while some of the generalizations or stereotypes of the generations are correct, others are not. The surprising results of this study provide a base for future research to use in determining the accuracy of the descriptions of these generations.

Additionally, the results of this study are counter to previous research on Generation X and Generation Y. In the past, these two groups have been lumped together and treated as one group, yet more recent research has documented differences between these groups and used these findings to argue for their individual consideration (Lyons et al., 2007). The present study failed to find any significant differences between Generation X and Generation Y. While this finding suggests that lumping these two generations together may be acceptable, the author of this study cautions against this in the future. With increasing numbers of Generation Y in the workforce, more differences may emerge between these two generations.

In making sense of the results of this study, attributing the finding that Baby Boomers rated the feedback more negatively than the other generations to only generation membership, age, or career stage limits one's understanding of the actual cause of the observed differences. When these three interconnected factors are considered together the observed differences make

more sense. For example, Baby Boomers, on average, have held their present jobs longer than members of Generation X, who, on average, in turn have held there present jobs longer than members of Generation Y. Receiving feedback which informs an individual that she is not very good at being a supervisor will seem more negative if that individual has 20 years of experience, compared to younger a worker who only has 5 or less years of experience. Generation membership, age, and career stage factors that are not only difficult to tease apart, they are factors that should not be isolated because of their naturally linked relationships.

Another possible explanation for these results is related to the finding that narcissism is on the rise. A cross-temporal study conducted over the course of 27 years found that narcissism rates have increased significantly over time, to the point that two thirds of all college students score above the previously measured mean (Twenge et al., 2008). Though this was not a longitudinal study that followed the initial population over time, it is not clear what caused the results of this study.

The results of the present study may be further evidence that narcissism is more prevalent among younger individuals than older individuals. One characteristics of narcissism is a tendency to disregard or downplay negative feedback in effort to preserve one's highly positive self-perceptions (Horvath & Morf, 2009). If Generation Y, the youngest and therefore most narcissistic generation, disregarded or devalued the feedback that was given, then this might be an explanation for why Baby Boomers, the oldest and therefore least narcissistic generation rated the feedback as more negative than members of Generation Y.

Future research is needed to examine this possible relationship between narcissism, generation membership, and feedback interpretation as well as motivation. Narcissism may be an important mediator or moderator of the relationship between these variables.

There were unavoidable limitations in the design of the present study. The best way to study the differences between generations is in a longitudinal study. Future research in this area conducted in a longitudinal manner with multiple measurements of individuals taken over an extended period of time, perhaps up to 50 years, would be the best way to test hypothesis 1.

Additionally, using r_{wg} values to assess differences between groups was an experimental means for testing between generation differences. In this study very little variance was found. Future studies should continue to strive to find effective ways to measure the differences between generational groups in a way other than through a longitudinal study. WABA may be an effective way of measuring generational differences in future studies, however with the extremely small amount of variance observed between each consecutive r_{wg} value in the present study, it is not likely that this statistical method would produce different results.

Another difficulty to this study, and all studies of this nature is the fact that even if a longitudinal design were used, it might still be hard to isolate what differences are due to generation, and what differences are due to age. More importantly, it is likely that the differences in behavior between a 30 year old and a 50 year old are due to an interaction of generational differences, age differences, and career stage differences.

With persuasive evidence supporting the generational, career stage related, and developmental explanation for differences observed between groups of various ages, more research is needed to understand these constructs. In the absence of a longitudinal study addressing these issues, future studies should be designed with the goal to determine what is causing the differences between age groups.

Despite the limitations of this study, it remains the first data-based study to examine the relationship between differences in motivation and self-efficacy due to generational differences.

This is an important concept to understand because of the influence this interaction can have on daily actions in the workplace. The areas of talent management, succession planning, training, and delivery and framing of performance evaluation are all areas that not only can benefit from knowledge of generational differences, but they are also areas that currently have a demand for this type of knowledge (Stomski et al, 2010). For example, since generational differences in interpretation of feedback were observed in this study, wise organizations would consider delivering feedback differently to individuals based on the needs of their generation. Further, training may be utilized to help workers of various generations understand the preferred feedback style and method of each generation. If each generation prefers feedback to be delivered differently, this type of training may prevent conflict. Additionally this training should be incorporated into talent management programs to be sure that as younger workers are promoted to positions where they work more frequently with older workers, and even provide older workers with feedback, that they have the skills necessary to communicate negative feedback in a manner that will be well received.

One of the major goals of this study was to understand if there are meaningful generational differences that deserve future attention, or if the idea of generational differences distracts researchers and practitioners from the true differences in individuals due to aging. It is the position of the author that the results of this study, though mixed, provide enough evidence to support future research on generational differences. Further, it appears that generation membership, age, and tenure are interrelated variables that will be studied most effectively in the future as part of a larger construct.

Appendix A

Task Self-Efficacy Scale

Please rate the following statements on a scale of 1 to 5 where 1= Strongly disagree and 5=

Strongly Agree.

I can work very effectively with subordinates

I can contribute valuable insight to a situation where I must deal with subordinates

I can easily facilitate communication to subordinates

I am not effective at delegating responsibility for tasks

I can effectively coordinate tasks and activities of subordinates

I am able to resolve conflicts with subordinates effectively

I do not feel I can take on a leadership role in a group and be effective

Integrating information and suggestions from subordinates into a plan is something I am not very

good at

Appendix B

Do you have any supervisory experience?
[Please Select One ▾]

Were you raised in the Unites States?
[▾]

[Reset]   [Submit]

Thank you for agreeing to participate in this study. Please fill out the following questions. We need this information to be sure that all different perspectives are included in our research. For example, it is important that both men and women's perspectives be included, as well as those of people of different ages.

Age?
[64 ▾]

Gender?
[▾]

How long have you held your current job?
[▾]

[Reset]   [Submit]

Please fill out the following short survey. After you have finished the survey you will be given further instructions.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can work very effectively with subordinates.	○	○	○	○	○
I make a mess of things.	○	○	○	○	○
I sympathize with the feelings of others.	○	○	○	○	○
I am relaxed most of the time.	○	○	○	○	○
I seldom feel blue.	○	○	○	○	○
I can contribute valuable insight to a situation where I must deal with subordinates.	○	○	○	○	○
I am the life of the party.	○	○	○	○	○
I have frequent mood swings.	○	○	○	○	○
I can easily facilitate communication to subordinates.	○	○	○	○	○
I have a vivid imagination.	○	○	○	○	○
I am not interested in abstract ideas.	○	○	○	○	○
I like order.	○	○	○	○	○
I can effectively coordinate tasks and activities of subordinates.	○	○	○	○	○
I have difficulty understanding abstract ideas.	○	○	○	○	○
I don't talk a lot.	○	○	○	○	○
I am able to resolve conflicts effectively.	○	○	○	○	○
I do not have a good imagination.	○	○	○	○	○
I get upset easily.	○	○	○	○	○
I get chores done right away.	○	○	○	○	○
I am not interested in other people's problems.	○	○	○	○	○
I do not feel I can take on a leadership role in a group and be effective.	○	○	○	○	○
I am not really interested in others.	○	○	○	○	○
I often forget to put things back in their proper place.	○	○	○	○	○
I feel others' emotions.	○	○	○	○	○
I am not effective at delegating responsibility for tasks.	○	○	○	○	○
I keep in the background.	○	○	○	○	○
Integrating information and suggestions from subordinates into a plan is something I am not very good at.	○	○	○	○	○
I talk to a lot of different people at parties.	○	○	○	○	○

[Reset]   [Submit]

Thank you for filling out the survey. You will be asked to fill out another short survey later in this study. Next you will watch a video clip of two MBA students. The students are acting out a situation where a supervisor is speaking to a subordinate about a problem that has come up. Later, we will ask you for your opinion on how the supervisor handled the situation, so be sure to pay close attention to this conversation.

[Next]

MAKE SURE YOUR SPEAKERS ARE TURNED ON AND THE VOLUME ON YOUR COMPUTER IS TURNED UP.

Now click on the link below and watch the short video clip.

http://sona.clas.wayne.edu/areiss_thesis.mov

If you are unable to see the video you may need to:

- disable your computer's pop-up blocker for this page

- make sure that your computer's browser is accepting cookies

- accept the active-x command at the top of the screen

After viewing the video return to this window. **Do not close this page or hit back** as this may prevent you from completing the survey.

Next

Please take a few minutes to write a short paragraph about what you would do in the situation you just watched if you were the supervisor.

Submit

Your paragraph is now being assessed by a new computer program developed by a professor from the Business School here at Wayne State. The study is part of a final test run of the program before it is released to the public. The program quickly scans text and generates comments based on information which was programmed into it. For this study the program was set up to judge the sophistication of your response based on the way you display your supervisory abilities. Please read the bio for the creator of the program on the next screen while your text is scanned.

Next

Bio of the Computer Program Creator

Academic Degrees

- MBA, Harvard Graduate School of Business Administration
- MA, University of Michigan
- BA, Michigan State University

Teaching Interest

- Strategic Management
- Organizational Behavior
- Human Resource Management

Research Interests

- Cognitive and motivational factors influencing performance evaluation
- Factors affecting individual loyalty and commitment to groups

Click here to see the comments about your paragraph

Thank you for your submission. Unfortunately the suggestions you provided were not correct for this situation. Most people have provided submissions that were better than yours. After reading your submission I do not think that you are currently able to find the best solution to this type of situation, but I also think that you have the ability to improve. You will have another opportunity to submit a response, and I would suggest that you...

1. Pay closer attention to the language of the supervisor.

2. Think of how you would want to be treated in this situation if you were the subordinate.

Next

You are almost done. Please fill out this short survey.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I can work very effectively with subordinates.	○	○	○	○	○
I am not effective at delegating responsibility for tasks.	○	○	○	○	○
I am able to resolve conflicts effectively.	○	○	○	○	○
I can easily facilitate communication to subordinates.	○	○	○	○	○
I can contribute valuable insight to a situation where I must deal with subordinates.	○	○	○	○	○
I can effectively coordinate tasks and activities of subordinates.	○	○	○	○	○
I do not feel I can take on a leadership role in a group and be effective.	○	○	○	○	○
Integrating information and suggestions from subordinates into a plan is something I am not very good at.	○	○	○	○	○

For the next question please use the following scale of 1 to 5 where 1 is Very Negative and 5 is Very Positive.

How negative was the feedback you just received?　　　　　[＿＿＿＿＿＿ ▼]

[Next]

Opportunity to Re-Write Your Response

What would you like to do?

[▾]

Please rewrite your paragraph with any suggestions from the professor included and submit it by clicking on the submit button. If the professor did not give you any suggestions, please resubmit your original paragraph.

[   ]

[Submit]

www.manaraa.com

Now please answer this last question

What generation do you consider yourself?
- ○ Baby Boomer- Major life events include: Vietnam War, King and Kennedy assassinations and Woodstock
- ○ Generation x- Major life events include: The AIDS outbreak,The fall of communism and MTV
- ○ Generation Y- Major life events include: 9/11, Oklahoma City Bombing and widepread use of cell phones

Thank you for participating in this study. In exchange for your participation $2 will be donated to a charity. Please select a charity from the list below where you would like to have your $2 donated.

[dropdown ▼]

[Submit]

Appendix C

Table 1.

Number of Participants in Each Sample Type

Sample	Number of Participants
Wayne State University Employees	273
Wayne State Undergrads	58
Snowball Sample	54

Table 2.

Number of Participants in Each Generation

Generation	Number of Participants
Generation Y	110
Generation X	113
Baby Boomers	162

Table 3.

Percentage of Participants in Each Generation From Each Sample

Sample Type	Generation Y	Generation X	Baby Boomers
University Employees	64.2	85.0	65.0
Undergrads	18.3	12.4	15.0
Snowball Sample	17.4	2.7	20.0

Table 4.

r_{wg} Values for Ten Year Age Spans

Birth Years	Self-Efficacy r_{wg}	Motivation r_{wg}
*1992-1982	0.97	0.77
*1991-1981	0.97	0.78
*1990-1980	0.98	0.86
1989-1979	0.98	0.86
1988-1978	0.98	0.87
1987-1977	0.98	0.88
1986-1976	0.97	0.91
1985-1975	0.97	0.92
1984-1974	0.97	0.93
1983-1973	0.97	0.92
1982-1972	0.98	0.93
1981-1971	0.98	0.95
1980-1970	0.98	0.93
*1979-1969	0.97	0.84
*1978-1968	0.97	0.73
*1977-1967	0.97	0.75
*1976-1966	0.97	0.81
*1975-1965	0.97	0.78

*1974-1964	0.98	0.78
1973-1963	0.97	0.70
1972-1962	0.98	0.53
1971-1961	0.98	0.74
1970-1960	0.97	0.80
1969-1959	0.97	0.81
1968-1958	0.96	0.82
1967-1957	0.96	0.88
1966-1956	0.96	0.86
1965-1955	0.96	0.86
*1964-1954	0.95	0.84
*1963-1953	0.95	0.86
*1962-1952	0.95	0.87
*1961-1951	0.94	0.91
*1960-1950	0.93	0.88
*1959-1949	0.95	0.89
*1958-1948	0.95	0.92
*1957-1947	0.96	0.90
*1956-1946	0.96	0.90
*1955-1945	0.96	0.90

Note: * Denotes a ten year span that is entirely within one generation

Table 5.

Mean Values of Self-Efficacy, Motivation, and Feedback Rating for Each Generation

Variable	Generation Y	Generation X	Baby Boomers	Overall
Self-efficacy	-7.01(3.21)	-6.35(3.73)	-6.49(3.97)	-6.58(3.72)
Motivation	2.03(1.24)	1.93(1.19)	1.96(1.19)	1.97(1.20)
Feedback	2.10(.80)	1.90(.67)	1.68(.74)	1.93(0.75)

Note: Standard Deviations are in parentheses.

Table 6.

Correlations Between Covariates, Independent, and Dependent Variables

	1	2	3	4	5	6
1.Age	---					
2.Generation	.94**	---				
3.Tenure	.60**	.54**	---			
4.Self-Efficacy	.05	.05	.04	---		
5.Motivation	-.03	.02	.05	.00	---	
6.Feeback	-.14**	-.13**	.00	.05	.08	---

Note: N=385 * $p<0.05$ ** $p<0.01$. The following variables were categorical: Generation
(1=Generation Y; 2=Generation X; 3= Baby Boomers) Tenure (1= Less than one year; 2= 1-5
years; 3= 6-10 years; 4=11-15 years; 5=16-30 years; 6= More than 20 years).

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ABSTRACT

GENERATIONAL DIFFERENCES IN REACTION TO NEGATIVE FEEDBACK

by

ABIGAIL E. B. REISS

August 2010

Advisor: Dr. Marcus W. Dickson

Major: Psychology (Industrial/Organizational)

Degree: Master of Arts

Generational differences in the workplace have received a great deal of attention in the past few years. The present study examined the reactions of Generation Y, Generation X, and Baby Boomers after receiving negative feedback. The sample of both working adults and undergraduate students were asked to watch a video of an actor portraying a supervisor dealing with a problem. The participants were asked what they would do in the situation and then received negative feedback about their answers. After receiving the feedback the participants showed no difference in motivation levels or self-efficacy, however there were significant differences between Generation Y and Baby Boomers in the perception of the negativity of the feedback that the participants received.

AUTOBIOGRAPHICAL STATEMENT

Education

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Publications and Presentations

Bal, A., Reiss, A., Rudolph, C. W., & Baltes, B. B. (2010, April). A Meta-Analysis of Positive and Negative Aspects of Ageism. To be presented in Kotrba, L., Baltes, B. B. (Co-Chairs). Age in the Workplace: Positive Implications of an Older Workforce. Symposium to be presented at the 25th annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Chakrabarti, M., Arnold, J. D., & Reiss, A. (Co-chairs). Hall, S., Fetzer, M., Pratt, A. K., Barney, M. (speakers). Cool Assessment Tools. Symposium to be presented at the 25th annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Baltes, B.B., Reiss, A., Rudolph, C.W., Lelchook, A. (co-chairs), Pratt, A., Deal, J., Jurkiewicz, C., Pitt-Catsouphes, M., & Sessa, V. (2009, April). Generational differences at work: Are the causes generational or maturational? Debate presented at the 24th annual meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA.

Dickson, M. W., Schneider, B., Nieminen, L., Weidner, N., Weller, M., Bal, A., Castano, N., Reiss, A., & Yu, M. (2009, April). The zeitgeist of the future. Conversation hour to be presented at the annual meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA.

Weidner, N., Lelchock, A., Dickson, M., Castano, N., & Reiss, A. Does Religion affect Leadership?: The influence of religion on leadership perceptions and behaviors to be presented at Academy of Management August 2008.